bridges in mathematics

GRADE 1

Bridges & Number Corner Third Edition

# CORRELATIONS

New York State Next Generation Mathematics Learning Standards

number corner

## 1 MP — Standards for Mathematical Practice

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Standards for Mathematical Practice | | | |
| MP1 | Make sense of problems and persevere in solving them. | **Bridges in Mathematics**<br>Unit 1: M1 S4<br>Unit 2: M2 S3; M4 S1<br>Unit 3: M1 S5; M2 S4; M4 S4<br>Unit 4: M2 S3; M4 S4<br>Unit 5: M1 S5; M3 S1; M4 S2<br>Unit 6: M1 S3; M4 S1<br>Unit 7: M2 S5<br>Unit 8: M2 S1; M3 S4 | **Number Corner**<br>January: Calendar Grid<br>April: Calendar Grid<br>May: Calendar Grid |
| MP2 | Reason abstractly and quantitatively. | **Bridges in Mathematics**<br>Unit 1: M2 S3; M4 S1<br>Unit 2: M1 S3; M2 S3<br>Unit 3: M1 S1; M3 S5; M4 S1<br>Unit 4: M1 S4; M2 S5<br>Unit 5: M1 S1; M3 S5<br>Unit 6: M3 S1; M4 S4<br>Unit 7: M1 S4; M3 S5; M4 S2<br>Unit 8: M1 S4 | **Number Corner**<br>November: Calendar Collector<br>December: Computational Fluency<br>February: Computational Fluency<br>March: Calendar Collector<br>May: Calendar Grid, Computational Fluency |
| MP3 | Construct viable arguments and critique the reasoning of others. | **Bridges in Mathematics**<br>Unit 2: M1 S2; M1 S4<br>Unit 3: M2 S1; M4 S2<br>Unit 4: M1 S1; M2 S2<br>Unit 5: M3 S3; M4 S1<br>Unit 6: M4 S1; M4 S2<br>Unit 7: M4 S4<br>Unit 8: M3 S6 | **Number Corner**<br>December: Calendar Grid<br>February: Calendar Grid |
| MP4 | Model with mathematics. | **Bridges in Mathematics**<br>Unit 1: M1 S2; M2 S2; M3 S2<br>Unit 3: M1 S5<br>Unit 4: M1 S3; M3 S1<br>Unit 5: M1 S2<br>Unit 6: M2 S3<br>Unit 7: M2 S3<br>Unit 8: M1 S1 | **Number Corner**<br>October: Calendar Grid, Calendar Collector, Days in School<br>November: Calendar Collector, Days in School<br>December: Calendar Collector<br>January: Calendar Grid, Days in School<br>February: Days in School<br>March: Calendar Grid, Days in School<br>May: Days in School |

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|---|---|---|---|
| Standards for Mathematical Practice | | | |
| **MP5** | Use appropriate tools strategically. | **Bridges in Mathematics**<br>Unit 1: M2 S1; M3 S2; M4 S3<br>Unit 3: M2 S5; M3 S2<br>Unit 4: M4 S3<br>Unit 5: M3 S1<br>Unit 7: M2 S4<br>Unit 8: M1 S2; M4 S5 | **Number Corner**<br>February: Calendar Grid<br>April: Calendar Collector<br>May: Calendar Collector |
| **MP6** | Attend to precision. | **Bridges in Mathematics**<br>Unit 1: M1 S2; M2 S4; M4 S3<br>Unit 2: M4 S1<br>Unit 3: M1 S3; M3 S3<br>Unit 4: M3 S1; M4 S1<br>Unit 6: M1 S1; M2 S2; M3 S1<br>Unit 7: M1 S1; M3 S3<br>Unit 8: M1 S2; M3 S1; M4 S1 | **Number Corner**<br>November: Calendar Collector<br>March: Calendar Grid<br>April: Calendar Collector |
| **MP7** | Look for and make use of structure. | **Bridges in Mathematics**<br>Unit 1: M1 S4; M1 S5; M2 S3<br>Unit 2: M3 S2; M4 S2<br>Unit 3: M1 S2; M2 S2<br>Unit 4: M2 S5; M3 S2<br>Unit 5: M1 S4; M2 S1<br>Unit 6: M2 S1; M3 S2<br>Unit 7: M2 S5; M4 S1<br>Unit 8: M1 S1; M2 S2 | **Number Corner**<br>September: Calendar Grid, Days in School<br>October: Days in School<br>November: Calendar Grid, Days in School<br>December: Days in School<br>January: Days in School, Computational Fluency<br>February: Days in School, Number Path<br>March: Calendar Collector, Days in School<br>April: Calendar Grid, Days in School<br>May: Calendar Collector, Days in School |
| **MP8** | Look for and express regularity in repeated reasoning. | **Bridges in Mathematics**<br>Unit 1: M1 S1; M1 S4<br>Unit 2: M3 S3; M4 S3<br>Unit 4: M2 S4; M3 S3; M4 S3 | **Number Corner**<br>September: Days in School, Computational Fluency<br>October: Computational Fluency, Number Path<br>November: Number Path<br>December: Calendar Grid, Number Path<br>January: Number Path<br>February: Number Path<br>March: Number Path<br>April: Computational Fluency, Number Path<br>May: Number Path |

## 1 NY-1.OA — Operations and Algebraic Thinking

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Represent and solve problems involving addition and subtraction. | | | |
| **NY-1.OA.1** | Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.<br>**Note:** Problems should be represented using objects, drawings, and equations with a symbol for the unknown number. Problems should be solved using objects or drawings, and equations. | **Bridges in Mathematics**<br>Unit 1: M2 S3<br>Unit 2: M2 S3<br>Unit 3: M1 S5; M2 S4; M2 S5<br>Unit 4: M1 S3; M1 S4; M1 S5<br>Unit 5: M1 S2; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2; M3 S4<br>Unit 8: M2 S1; M2 S2; M2 S3 | **Number Corner**<br>October: Calendar Grid<br>January: Calendar Grid |
| **NY-1.OA.2** | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. | **Bridges in Mathematics**<br>Unit 3: M1 S5; M4 S1; M4 S2<br>Unit 5: M1 S4<br>Unit 6: M2 S3 | **Number Corner**<br>February: Computational Fluency |
| Understand and apply properties of operations and the relationship between addition and subtraction. | | | |
| **NY-1.OA.3** | Apply properties of operations as strategies to add and subtract.<br>**Note:** Students need not use formal terms for these properties. | **Bridges in Mathematics**<br>Unit 1: M2 S3<br>Unit 2: M1 S4; M1 S5; M2 S2<br>Unit 3: M1 S1; M4 S1; M4 S2<br>Unit 5: M2 S1; M2 S2; M2 S3 | **Number Corner**<br>October: Computational Fluency<br>February: Computational Fluency<br>March: Computational Fluency |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Understand and apply properties of operations and the relationship between addition and subtraction. | | | |
| **NY-1.OA.4** | Understand subtraction as an unknown-addend problem within 20. | **Bridges in Mathematics**<br>Unit 1: M4 S1<br>Unit 2: M3 S4<br>Unit 3: M1 S2; M2 S1; M2 S2; M2 S3<br>Unit 4: M3 S2<br>Unit 5: M1 S5 | **Number Corner**<br>March: Computational Fluency |
| Add and subtract within 20. | | | |
| **NY-1.OA.5** | Relate counting to addition and subtraction | **Bridges in Mathematics**<br>Unit 1: M2 S1; M3 S4; M4 S4; M4 S5<br>Unit 2: M1 S1; M1 S5; M3 S3; M3 S4<br>Unit 3: M1 S4<br>Unit 4: M1 S4; M1 S5 | |
| **NY-1.OA.6.a** | Add and subtract within 20. Use strategies such as: counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. | **Bridges in Mathematics**<br>Unit 1: M3 S1<br>Unit 2: M1 S2; M2 S1; M2 S2; M2 S3; M2 S4<br>Unit 3: M1 S3; M1 S4<br>Unit 5: M1 S3; M2 S1; M2 S2; M2 S3; M2 S4; M3 S3<br>Unit 8: M2 S4 | **Number Corner**<br>November: Computational Fluency<br>December: Computational Fluency<br>January: Computational Fluency |
| **NY-1.OA.6.b** | Fluently add and subtract within 10. | **Bridges in Mathematics**<br>Unit 1: M3 S1<br>Unit 2: M1 S2; M2 S1; M2 S2; M2 S3; M2 S4<br>Unit 3: M1 S3; M1 S4<br>Unit 5: M1 S3; M2 S1; M2 S2; M2 S3; M2 S4; M3 S3<br>Unit 8: M2 S4 | **Number Corner**<br>September: Calendar Grid, Computational Fluency<br>October: Calendar Grid, Computational Fluency<br>November: Days in School, Computational Fluency<br>December: Computational Fluency<br>January: Computational Fluency<br>February: Computational Fluency<br>March: Computational Fluency |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Work with addition and subtraction equations. | | | |
| **NY-1.OA.7** | Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. | **Bridges in Mathematics**<br>Unit 2: M2 S5<br>Unit 3: M4 S1; M4 S2<br>Unit 5: M2 S1; M2 S2; M3 S5<br>Unit 6: M3 S2 | **Number Corner**<br>January: Calendar Grid<br>February: Computational Fluency<br>March: Computational Fluency |
| **NY-1.OA.8** | Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions. | **Bridges in Mathematics**<br>Unit 1: M2 S2; M3 S1; M3 S2<br>Unit 2: M2 S5; M3 S1; M4 S5<br>Unit 3: M2 S4<br>Unit 5: M1 S5; M2 S5; M3 S2 | **Number Corner**<br>January: Calendar Grid<br>April: Calendar Grid |

## 1 NY-1.NBT — Number and Operations in Base Ten

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Extend the counting sequence. | | | |
| NY-1.NBT.1 | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | **Bridges in Mathematics**<br>Unit 1: M1 S1; M2 S4; M4 S5<br>Unit 3: M3 S5<br>Unit 4: M1 S1; M1 S2; M2 S1; M2 S2<br>Unit 7: M1 S1; M2 S1; M2 S2; M2 S4 | **Number Corner**<br>October: Calendar Grid, Number Path<br>November: Number Path<br>December: Number Path<br>February: Days in School, Number Path<br>March: Number Path<br>April: Number Path |
| Understand place value. | | | |
| | **NY-1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. | | |
| NY-1.NBT.2.a | Understand 10 can be thought of as a bundle of ten ones, called a "ten." | **Bridges in Mathematics**<br>Unit 1: M2 S4; M3 S4; M4 S3<br>Unit 3: M3 S1<br>Unit 4: M4 S2; M4 S3; M4 S4<br>Unit 7: M1 S1; M1 S2; M1 S4; M1 S5; M2 S5; M3 S4 | **Number Corner**<br>September: Calendar Grid |
| NY-1.NBT.2.b | Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. | **Bridges in Mathematics**<br>Unit 1: M2 S4; M2 S5<br>Unit 3: M3 S1; M3 S5<br>Unit 5: M4 S2 | **Number Corner**<br>September: Calendar Grid, Computational Fluency, Number Path |
| NY-1.NBT.2.c | Understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | **Bridges in Mathematics**<br>Unit 3: M3 S2<br>Unit 4: M3 S1; M4 S2; M4 S3; M4 S4<br>Unit 7: M4 S5 | **Number Corner**<br>November: Number Path<br>January: Calendar Collector, Days in School, Number Path |
| NY-1.NBT.3 | Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | **Bridges in Mathematics**<br>Unit 2: M4 S4<br>Unit 4: M4 S4; M4 S5<br>Unit 5: M4 S1; M4 S2; M4 S3<br>Unit 7: M1 S3; M4 S2; M4 S3<br>Unit 8: M3 S3; M4 S3 | **Number Corner**<br>November: Number Path<br>April: Calendar Grid |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Use place value understanding and properties of operations to add and subtract. | | | |
| **NY-1.NBT.4** | Add within 100, including: a two-digit number and a one-digit number; a two-digit number and a multiple of 10. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used. | **Bridges in Mathematics**<br>Unit 3: M3 S2; M4 S4<br>Unit 4: M2 S3; M2 S4; M3 S3; M3 S4<br>Unit 7: M1 S3; M3 S1; M3 S2; M3 S3; M4 S4; M4 S5<br>Unit 8: M1 S4; M1 S5 | **Number Corner**<br>November: Days in School<br>December: Days in School<br>February: Calendar Collector |
| **NY-1.NBT.5** | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | **Bridges in Mathematics**<br>Unit 4: M2 S4; M3 S1; M3 S5<br>Unit 7: M2 S3; M3 S1; M3 S2; M3 S4<br>Unit 8: M1 S4; M1 S5 | **Number Corner**<br>March: Days in School<br>April: Computational Fluency, Number Path<br>May: Calendar Grid, Computational Fluency, Number Path |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Use place value understanding and properties of operations to add and subtract. | | | |
| **NY-1.NBT.6** | Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy used to a written representation and explain the reasoning. | **Bridges in Mathematics**<br>Unit 4: M2 S3; M2 S4; M2 S5; M3 S2<br>Unit 7: M1 S5; M2 S3; M3 S2 | **Number Corner**<br>April: Calendar Grid, Number Path<br>May: Number Path |

## 1 NY-1.MD — Measurement and Data

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Measure lengths indirectly and by iterating length units. | | | |
| **NY-1.MD.1** | Order three objects by length; compare the lengths of two objects indirectly by using a third object. | **Bridges in Mathematics**<br>Unit 4: M4 S5<br>Unit 5: M2 S3; M2 S4; M4 S2; M4 S3; M4 S4; M4 S5<br>Unit 8: M4 S2; M4 S3; M4 S4 | **Number Corner**<br>April: Calendar Collector |
| **NY-1.MD.2** | Measure the length of an object using same-size "length units" placed end to end with no gaps or overlaps. Express the length of an object as a whole number of "length units." | **Bridges in Mathematics**<br>Unit 1: M3 S5; M4 S2; M4 S3<br>Unit 4: M4 S1; M4 S2; M4 S3; M4 S4<br>Unit 8: M3 S2; M3 S5; M4 S2; M4 S4; M4 S5 | **Number Corner**<br>April: Calendar Collector |
| **NY-1.MD.3.a** | Tell and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, o'clock and half past. | **Bridges in Mathematics**<br>Unit 8: M1 S2; M1 S3 | **Number Corner**<br>November: Calendar Collector<br>December: Calendar Collector<br>March: Calendar Grid |
| **NY-1.MD.3.b** | Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately. | **Bridges in Mathematics**<br>Unit 1: M3 S3<br>Unit 2: M4 S4; M4 S5<br>Unit 7: M4 S1; M4 S2; M4 S3 | **Number Corner**<br>September: Calendar Collector<br>January: Calendar Collector<br>March: Calendar Collector<br>May: Calendar Collector |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Measure lengths indirectly and by iterating length units. | | | |
| **NY-1.MD.3.c** | Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents). | **Bridges in Mathematics**<br>Unit 1: M3 S3<br>Unit 2: M4 S4; M4 S5<br>Unit 7: M4 S1; M4 S2 | **Number Corner**<br>January: Calendar Collector<br>March: Calendar Collector<br>May: Calendar Collector |
| Represent and interpret data. | | | |
| **NY-1.MD.4** | Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | **Bridges in Mathematics**<br>Unit 1: M1 S2; M3 S3<br>Unit 4: M4 S1<br>Unit 6: M4 S4<br>Unit 8: M3 S4 (data requires four categories), M3 S5; M3 S6 | **Number Corner**<br>September: Calendar Collector<br>October: Calendar Collector (shapes require four categories)<br>March: Calendar Collector |

## 1 NY-1.G — Geometry

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Reason with shapes and their attributes. | | | |
| NY-1.G.1 | Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes. | **Bridges in Mathematics**<br>Unit 1: M1 S3<br>Unit 6: M1 S1; M1 S2; M1 S5; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M4 S2 | **Number Corner**<br>December: Calendar Grid<br>February: Calendar Grid |
| NY-1.G.2 | Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<br>**Note:** Students do not need to learn formal names such as "right rectangular prism." | **Bridges in Mathematics**<br>Unit 6: M1 S3; M1 S4; M1 S5; M2 S4; M3 S1; M3 S2; M3 S5 | **Number Corner**<br>December: Calendar Grid |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Reason with shapes and their attributes. | | | |
| NY-1.G.3 | Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | **Bridges in Mathematics**<br>Unit 2: M4 S1<br>Unit 6: M3 S3; M3 S4; M3 S5; M4 S3<br>Unit 8: M3 S1 | **Number Corner**<br>November: Calendar Grid, Calendar Collector<br>May: Calendar Collector |